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ABSTRACT

This annotated bibliography serves as a resource for program administrators and staff developers to enable them to strengthen and develop systematic training programs for paraprofessional staff. "Training and Instructional Materials: Publications" lists approximately 30 items developed to prepare paraprofessional personnel to work in educational, vocational, and residential settings and other related community-based services for individuals with disabilities of all ages. "Training Materials: Audiovisuals" lists and describes approximately 40 films, videotapes, and sound synchronized slide/cassettes. "Technical Assistance and Related Resource Material" outlines approximately 40 items from professional journals, books, and doctoral dissertations on topics ranging from the impact of paraprofessionals on the quality of service delivery, to burnout, to career development/advancement, to personnel practices. For each entry, the title of the item is provided, followed by the author, date of publication, publisher's address, cost, and annotation. The final sections describe resource lists, bibliographies, product catalogs, journals, newsletters, and organizations. (JDD)

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PARAPROFESSIONAL BIBLIOGRAPHY:

Training Materials and Resources for Paraprofessionals Working in Programs for People with Disabilities

Anna Lou Pickett, Editor

National Resource Center for Paraprofessionals in Special Education and Related Services

New Careers Training Laboratory
Center for Advanced Study in Education
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City University of New York

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This Bibliography was produced by the National Resource Center for Paraprofessionals in Special Education and Related Services (NRC), located at the Center for Advanced Study in Education, The Graduate School of the City University of New York, 33 West 42nd Street, Room 620N, New York, New York 10036, (212) 840-1278.

INTRODUCTION

The impact of providing new and improved services for children and adults with disabilities has caused community based service delivery agencies to turn to paraprofessionals as one method of supporting and extending the programmatic functions of professional personnel. Paraprofessionals provide instructional and other direct services in schools, they work in early intervention and preschool programs for toddlers and young children, offer transitional and supportive work/vocational training for teenagers and adults, participate on crisis intervention teams, conduct parent training/advocacy programs, work as direct care staff in community centered residential programs and more. Although they have become major contributors in the delivery of all of these human services, opportunities for training and career mobility are not always available.

The purpose of this annotated bibliography is to serve as a resource for program administrators and staff developers to enable them to strengthen and develop systematic training programs for paraprofessional staff. It contains information about written and video instructional materials as well as other reference and resource materials; it concludes with a list of professional and advocacy organizations that may be contacted for additional information about specific disabilities or content areas. Finally, because many of the materials cited in this annotated bibliography are not available from publishers or other traditional resource services, we have provided the addresses of the agencies that produced the materials. In addition, when it is available we have included the cost of the material. The format we have used throughout starts with the title of the publication or video materials and is followed by the author, date of publication, the address and the cost.

1988

Anna Lou Pickett, Editor

TRAINING AND INSTRUCTIONAL MATERIALS: PUBLICATIONS

The publications described in this section have been developed to prepare paraprofessional personnel to work in educational, vocational and residential settings and other related community based services for infants, children, adolescents and adults with various disabilities.

ASSIST PROGRAM I: THE MODERATELY/SEVERELY HANDICAPPED, SOURCEBOOK FOR INSTRUCTIONAL ASSOCIATES (Second Edition) August, 1980; 332 pp. Indiana University, Developmental Training Center, 2523 E. 10th Street, Bloomington, Indiana 47401; $5.50 and TEACHERS GUIDE, $5.75.

This material is designed to provide training for paraprofessionals working with students with moderate and severe/profound handicapping conditions. Narrative is presented and activities are described for the following topics: the role of instructional associates; advocacy; student characteristics; and school issues. Self-paced inservice topics include the following eight instructional units: classroom management; the instructional process; motor skills; communication skills, social skills; the functional academic skills; personal autonomy skills; and home and community living skills.

ASSIST PROGRAM II: MILDLY HANDICAPPED/MAINSTREAMING, SOURCEBOOK FOR INSTRUCTIONAL ASSOCIATES. August 1978; 161 pp. Indiana University, Developmental Training Center, 2523 E. 10th Street, Bloomington, Indiana 47401; SOURCEBOOK $4.00, 3 reels of 16 mm preservice and inservice films $150. TEACHERS GUIDE, $4.00.

Designed to train paraprofessionals to work with students with mild handicaps in mainstreamed settings, ASSIST II presents information on preservice and inservice education. Four chapters discuss the following preservice topics: the teacher; the students; the school; and the instructional process. Six units cover the following inservice topics: assessment; long-range objectives; short-range objectives; instructional strategies; lesson planning; and lesson evaluation.

ASSIST PROGRAM III: PRESCHOOL. 1978, 330 pp. Indiana University, Developmental Training Center, 2523 E. 10th St., Bloomington, Indiana 47401; TEACHERS GUIDE, $5.00, SOURCEBOOK FOR INSTRUCTIONAL ASSOCIATES, $4.75 and $38.50 for 4 filmstrips.

The preschool package is concerned with service to children in preschool with mild and severe handicapping conditions. Preservice introduces paraprofessionals to the complementary working relationship instructional associates have with preschool teachers and the importance of teamwork. Issues such as the importance of early intervention, the growth of public preschool programming, and parent involvement are presented. Instructional associates acquire skills in assessment and programming in the motor, language, social, personal autonomy (self-care), and preacademic domains during inservice. ASSIST III includes practical suggestions for both school and home settings.

BASIC MENTAL HEALTH SKILLS - A TRAINEE'S MANUAL. Stanton Visser and Andy Visser, 1986. Iowa Department of Human Services, Division of Mental Health, Mental Retardation and Developmental Disabilities, Hoover State Office Building, Des Moines, Iowa, 50319. (Contact the agency directly for the cost of this material.)

Training modules for paraprofessionals in a variety of community based service settings are presented: providing coverage on mental illness, disorganized behavior, hallucinations and delusions, affective disorders, hostile threatening and abusive behavior, psychotropic drugs and the needs of staff working with persons with mental illness.

CLARIFICATION OF P.L. 94-142 FOR THE PARAPROFESSIONAL AND SUPPORT STAFF Richard P. Holland, 1980. Research for Better Schools, Special Education Department, 444 North Third Street, Philadelphia, Pennsylvania 19123. (Contact the agency directly for the cost of this material.)

This plain language book is designed as a preservice, inservice, or self-instructional vehicle for use with/by: teacher aides, instructional assistants, secretaries, volunteers, tutors, dormitory supervisors, recreation supervisors, playground attendants, cafeteria workers, bus drivers and other auxiliary personnel. Contains a brief history of the law and explanation of its key provisions; a question and answer section based on questions related to this law that are most frequently asked by paraprofessional/support staff; a series of activities to increase awareness and sensitivity to handicapping conditions, to provide assistance in managing behavior problems, and to supply information about available support services, and an annotated bibliography.

CLASSROOM AIDES' HELPER. Linda Shephard, 1980. 130 pp. VORT Consortium Box 11552M, Palo Alto, California 94306; $5.95/each. Add 5% for shipping and handling.

This personalized workbook provides training for instructional paraprofessionals working in general and special education. There are 8 units including: Educational Policies, Child Development, Facilities and Equipment, Readiness Skills, Reading Skills, Math Skills, Applied Skills, Writing Skills. Written for adaptation to your program's specific policies and procedures. Prepares paraprofessionals to be most effective in working for the teacher to the benefit of each student. Developed and field-tested as part of a district's aide training program, it can be used for team planning and role clarification, and it can be used to train parents/paraprofessional/volunteers in both the classroom and at home.

CREATING A REASON TO COMMUNICATE. Barbara Semrau, Joseph E. Justen III, and Louis P. Semrau, 1986. Available from: Focus, Inc., 2917 King Street, Jonesboro, Arkansas, 72401; complete set $25.00. (For information about the cost of individual components contact the agency directly.)

This functional curriculum for young children is designed to supplement and enhance other lessons and activities conducted in preschool and early elementary programs. The instructional modules are divided into three parts: An introductory booklet which includes trainer material and background information; a series of activity cards to be used in daily instruction; and an activity log to document progress. The activities are designed to be carried out by paraprofessionals.

DIRECT CARE TRAINING PROGRAM. The New York State Office of Mental Retardation, 44 Holland Avenue, Albany, New York 12229. Instructors manuals $5.00 each, and Trainees manuals $2.00 each. (Contact the agency directly for the complete list of materials and topics they address.)

This series of training materials was developed by the Office of Workforce Planning and Development of the New York State Office of Mental Retardation to prepare direct care workers to work in community based residential centers for adults with developmental disabilities. Some of the modules address issues that are unique to service delivery system(s) in New York State. However, several of the units are generic and may be used to train direct care staff across a broad range of geographic, demographic and programmatic settings.

INDEPENDENCE WITH SUPPORT. James Wood and Barbara Semrau, 1987. Focus, Inc. 71 pages available from: Focus, Inc. 2917 King Street, Jonesboro, Arkansas, 72401; $10.00.

This training manual is designed to prepare paraprofessionals to work as job coaches and to provide placement and case management services. It may be used as a resource by public schools or other community based service delivery systems.

"HUMAN SERVICES? ...THAT MUST BE SO REWARDING." Gail Bernstein, 1988. (Available November 1988.) 200 pages/illus/paperback/ISBN 1-55766-007-7 Order: Stock #0077/Bernstein/Human Serv./approx. $18.00 Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285.

Such questions as "Why am I doing this job?" or "What do I expect to get out of it?" are important to human service workers. The focus of this informal, highly readable text is on the personal dimensions of the career development of human services direct care staff. Discussions and field-tested exercises address such issues as: the clarification of work-related values and conflicts, respect for consumers of services and for colleagues, professional behavior, and stress management.

THE KELLOGG MODEL CURRICULUM. The following sections describe the five modules that comprise the Kellogg Model Curriculum a project developed by the Meyer Children's Rehabilitation Institute located at the University of Nebraska Medical Center. Completed in 1985, the materials were designed to prepare paraprofessional direct care staff to work in community based programs serving children and adults with severe, profound and multiple disabilities. They were pilot tested by community colleges across the country as well as service delivery systems. Each module costs $30; the complete set sells for $120. Individually, each instructor's manual sells for $13; each trainee manual for $17. Postage is included in all prices. Volume discounts are available at the Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th Street, Omaha, NE 68131.

I. HUMAN DEVELOPMENT
(Instructor's Manual - 138 Pages; Trainee Manual - 258 Pages)

This module chronicles the development of a human being prior to birth through the aging process. Both normal and atypical cognitive, social, emotional, physical and communication development are discussed

in the six chronological stages: prenatal, infancy, early childhood, middle childhood, adolescence and adulthood and aging. The instructor's manual includes teaching sequences, practicum activities and chapter exams. This material is designed to be taught in lecture/discussion format with associated practical activities. Teaching time: 40-45 hours.

II. LEGAL AND ETHICAL CONSIDERATIONS FOR PERSONS WITH DISABILITIES
(Instructor's Manual - 62 Pages; Trainee Manual - 172 Pages)

This module is designed to help ensure the rights of persons with developmental disabilities by presenting the philosophical and legal issues encountered by human service workers. Chapters include: the development of a philosophy; the rights of persons with disabilities; national, legal and professional issues; and philosophy and rights in action (advocacy). The trainee manual includes feedback exercises for student self-evaluation. The instructor's manual includes teaching sequences, practicum activities and a final examination. Teaching time: 40-45 hours.

III. BEHAVIOR: PRACTICAL STRATEGIES FOR HUMAN SERVICE WORKERS
(Instructor's Manual - 105 Pages; Trainee Manual - 155 Pages)

This module presents the basic principles of behavior management. Chapters include: goal setting techniques, writing behavioral objectives, assessment techniques, and achieving goals and objectives. The trainee manual includes feedback exercises for student self-evaluation. The instructor's manual includes chapter examinations and teaching sequences. The material can be taught in lecture/discussion format or in a self-instructional format with guidance from the instructor. Teaching time: 40-45 hours.

IV. INTRODUCTION TO SERVING PERSONS WITH DEVELOPMENTAL DISABILITIES
(Instructor's Manual - 114 Pages; Trainee Manual - 141 Pages)

This module serves as an introduction for persons who are planning to enter or have just entered the human service field. Chapters include: functions and ethical responsibilities of human service workers; the role of values and communication skills; a history of services to persons with developmental disabilities; individual planning; and the team process. The instructor's manual includes exercises to enhance learning, examinations and teaching sequences. The material can be taught in lecture/discussion format interspersed with group activities. Teaching time: 36-40 hours.

V. SEIZURES
(Instructor's Manual - 44 Pages; Trainee Manual - 118 Pages)

This module presents a comprehensive overview of seizures for the human service worker who provides services to persons who experience seizures. Material includes: the mechanics of seizures; types of seizures; how to observe and report seizures; how to assist a person during a seizure; and general information on the treatment of seizures. The instructor's manual and trainee manual are bound in one volume. The instructor's manual includes spot questions, lesson exams and a final examination. The trainee manual provides information and opportunities for practice in filling out appropriate forms. The material can be taught in lecture/discussion format. Teaching time: 40-45 hours.

VI. COMPUTER-AIDED LEARNING.

Computer simulations of case studies are available for the modules of Human Development, Behavior: Practical Strategies for Human Service Workers, and Legal and Ethical Considerations for Persons with Disabilities. The case studies, intended for student use as a teaching tool or a final evaluation, present real-life situations. The student must chose one of the actions listed, then face the consequences of that decision. The case studies are available in Apple II or Apple III, DOS 3.3 format.

PARAPROFESSIONALS: TRAINING FOR THE CLASSROOM. Carolyn S. Houk and Robert G. McKenzie, 1988. American Guidance Service, Publishers Building, Circle Pines, MN 55014-1796. Cost of the complete package of training materials is $149.00.

This four session training program is designed to prepare paraprofessionals in regular and special education classrooms to work along side the teacher as a member of the classroom team. The first session focuses specifically on how teachers, administrators and paraprofessionals can work together to build productive teams. The last three sessions explore the following topics: understanding average and exceptional children; helping children by managing their behavior, building their self-esteem, and being alert to signs of abuse and neglect; and assisting the teacher through informal assessment and observing and recording student's academic and social behavior.

The complete paraprofessional program includes: 1) LEADER'S GUIDE. Provides program introduction, step-by-step session plans, discussion questions, tapescripts, and directions for using the video. Includes the complete text of the Paraprofessional's and Teacher's Handbooks, saving time from having to jump from one book to another; 2) PARAPROFESSIONAL'S HANDBOOK. Presenting information on team-building, behavior management, instructional support, child development, and characteristics of exceptional children, this reference guide provides the springboard for group discussion; 3) TEACHER'S HANDBOOK. Presents some typical issues that teachers might encounter in working with paraprofessionals and suggestions for addressing them. Also includes instructions on how the materials can be used as a self-study program; 4) VIDEOTAPE. Integral to each session, the video reinforces concepts presented in participant's materials (46 minutes total tape time); and 5) TRANSPARENCIES for session presentations. Each paraprofessional participant needs a Paraprofessional's Handbook; each teacher participant needs a Teacher's Handbook.

PREFERRED SIGNS FOR INSTRUCTIONAL PURPOSES. Developed by Standardization of Signs Committee for the Deaf in Texas 1978. 500 pp. Illustrated. Statewide Project for the Deaf, 1102 South Congress Avenue, Austin, Texas 78704. Cost: $5.00.

Categorical arrangement of signs for the deaf selected for instructional purposes. Contains an alphabetical index. Compiled from several sources. Bilingual.

Signs were selected by SOS members to show structure (such as the sign for armadillo); function (transporatation) and real or symbolic space (season). Still others are initialized signs that relate to a basicc conceptual sign. Certain basic signs are not initialized; however, one may prefer to initialize the signs for the future, cat, practice, holiday, weekend, and mouse, using the first letter of the word in forming the sign. The choices of whether or not to initialize is left to the individual's preference.

Signs are arranged in categories with some overlap. Fingerspelling is combined with signs to form complete sentences. Illustrations are as self-explanatory as possible.

A TRAINING PROGRAM TO PREPARE PARAPROFESSIONALS TO WORK IN SPECIAL EDUCATION AND RELATED SERVICES. 200 pp. 1988. Available from: The National Resource Center for Paraprofessionals in Special Education, Room 620S, CASE - The Graduate School, City University of New York, 33 W 42nd St., New York, New York, 10036. Complete set of five modules $15.00.

This series of modules was developed by The National Resource Center for Paraprofessionals in Special Education and Related Services (NRC). The content is competency based. Each of the modules are build around the same format including: the time required to teach each section, the equipment required to conduct the training, background information and resource material for trainers, suggested activities and exercises, and handouts for participants. The following are descriptions of the individual modules.

1. Understanding the Roles and Responsibilities of Paraprofessionals

Part A

Role definitions for both teachers and paraprofessionals are in a state of transition. The purpose of this section is 1) to provide an understanding of the changes in the duties of teachers and paraprofessionals that have taken place over the last two decades; the contributions paraprofessionals make to the instructional process; the unique and important differences between the duties of the teacher and paraprofessional; the legal, ethical and professional standards of conduct paraprofessionals must practice; and 2) to enable paraprofessionals to assess their strengths and weaknesses as a member of the instructional team.

Part B

One of the most important keys to being a successful member of an instructional team is effective communication. Paraprofessionals, like their professional colleagues, need to be able to share expectations, feeling, and ideas through positive verbal and non-verbal communication skills. The activities in this unit are divided into two parts. In the first section, the activities are general and will provide the trainees with the increase self-awareness about their strengths and weaknesses as communicators. The material in section two is designed to provide paraprofessionals with skills they need to analyze and clarify problems, to brainstorm and develop potential solutions that will reduce interpersonal problems and frictions that may develop between teachers, paraprofessionals and other co-workers.

2. Understanding Students With Special Needs

This module is divided into three parts. The first part provides a brief overview of the basic principles of human development as well as an outline of developmental stages. The purpose of part two is to familiarize the trainees with major areas of disabilities that may affect the developmental and functioning level of students. The module closes with a review of education programs and related services available to students with special needs in the local community.

3. Understanding the Rights of Students With Disabilities

The goal of this unit is to provide paraprofessionals with an understanding of why community based service delivery systems for people with

disabilities were developed, the philosophies that underlies these services, and the rights and entitlements of students in special education and its related services. The material contains a historical perspective, introduces the developmental assumption and the principle of normalization, and discusses the rights guaranteed by PL94-142 and the Rehabilitation Act of 1973.

4. Understanding the Role of the Paraprofessional in the Instructional Process

The purpose of this module is to provide paraprofessionals with the knowledge and skills they need to work alongside and assist teachers in the delivery of programmatic and instructional services. The activities in this module introduce the components of the instructional process. The individual units address the following topics: the individualized education plan; formal and informal assessment; objective observation skills and collecting and recording data; classroom management, behavioral interactions and interventions; instructional objectives, and teaching strategies.

5. Understanding Emergency, Health and Safety Procedures

Emergencies and crises happen in all public school programs and many staff members are not adequately prepared to deal with them. The purpose of this module is to provide paraprofessionals with the skills and information they need to: carry out emergency procedures established by the local school district in the event of fire, natural disasters, accidents; assist a person who has been injured, is ill, or is experiencing a seizure; use good body mechanics in order to avoid personal injury when transferring a student with a disability; and use proper procedures and techniques when transferring and positioning students with disabilities.

SERVING CHILDREN AND ADOLESCENTS WITH DEVELOPMENTAL DISABILITIES IN THE SPECIAL EDUCATION CLASSROOM: PROVEN METHODS. Sebastian Striefel and Mary J. Cadenza, 276 pp, 1983. Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21204, $16.95.

Intended for professionals and paraprofessionals, the text discusses effective instructional methods for use with developmentally disabled secondary students. An introductory chapter considers comprehensive program goals and components, while chapter 2 focuses on staff roles and personnel policies. Suggested job descriptions outline responsibilities, qualifications, and desired abilities, experience, and/or knowledge for a number of positions. Organizing the classroom to maximize efficiency and instruction is the topic of chapter 3, which also includes lists of recommended equipment, materials, and assessment is followed by a model procedure for developing, implementing, and evaluating functional individualized education programs. Three chapters focus on classroom practices: implementing behavior techniques (incorporating information on group management approaches and generalization techniques); data collection and analysis; and curriculum selection, development, and use. Training of paraprofessionals is examined in terms of recruitment and orientation. A final chapter addresses parents' rights and responsibilities for involvement in their children's education and staff responsibilities in the matter.

A TRAINING PROGRAM TO PREPARE TEACHERS TO SUPERVISE AND WORK MORE EFFECTIVELY WITH PARAPROFESSIONAL PERSONNEL, Anna Lou Pickett, 110 pp, 1986. The National Resource Center for Paraprofessionals in Special Education and Related Services, Center for Advanced Study in Education , The Graduate School, City University of New York, 33 W 42nd Street, Room 620N, New York, New York, 10036, $10.00.

This technical assistance manual includes guidelines and resources for increasing the productivity and improving the performance of paraprofessionals by training teachers to plan for, supervise and evaluate the work of other adults in the classroom. The content in the instructional modules looks at: 1) the changing and evolving duties of teachers as classroom and program managers; 2) the expanding roles of paraprofessionals as participants in all phases of the instructional process; and 3) the benefits of a team approach to providing instructional and related services.

Individual units in the training program address the following topics: 1) the process and activities of management in the classroom, 2) planning for and integrating the paraprofessional into the class, 3) directing and delegating, 4) communication and problem solving techniques, 5) evaluating on-the-job performance and training needs of paraprofessionals; and 6) developing and implementing on-the-job coaching techniques.

A TEACHERS GUIDE TO HUMAN RESOURCES IN SPECIAL EDUCATION: PARAPROFESSIONALS, VOLUNTEERS AND PEER TUTORS. Michael J. Finnian, Mary-Beth Fafard and Kenneth W. Howell; 395 pp, 1984, Boston. Allyn and Bacon, Inc.

The purpose of this book is to serve as a resource for professionals who are responsible for supervising a wide range of human resource workers in the public schools. The book stresses management and methods and techniques that work across the three groups workers - paraprofessionals, volunteers, and peer tutors.

REDUCING AND ELIMINATING BEHAVIOR: REHABILITATION ASSOCIATE TRAINING FOR EMPLOYED STAFF. Michael Davis, Michael Trace, Mary Jensen, 1981. These materials are available from: Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menominie, Wisconsin, 54751. (Contact the agency directly for the cost.)

This module presents methods and procedures for eliminating and/or reducing behavior that limits an individual's ability to function independently at work, home or in the community. The manual is divided into sections on the environment, and includes methods of extinguishing and reducing inappropriate behavior, punishment and ethical considerations. Other modules in the series include: The History and Philosophy of Rehabilitation, Domestic Maintenance Skills, Social Skills, Production Methods, Work Adjustment, Community Living Skills, and Basic-Self-Care Skills.

TEACHER OBSERVATION SKILLS MODULE. Kent Gerlach, Pacific Training Associates, 5461 Lake Washington Blvd. So., Seattle, Washington, 98118, cost, $12.00 plus postage.

This module includes definitions of observation, anecdotal records, checklists, tallying, charting, graphing behavior and pre and post training tests. It is a useful training resource for both teachers and paraprofessionals working in programs for students with severe and multiple disabilities.

UTILIZATION OF PARAPROFESSIONALS IN SPECIAL EDUCATION: AN INSTRUCTIONAL MODULE FOR USE WITH UNDERGRADUATE TEACHER TRAINEES. Stanley Vasa, Allen Steckelberg, Carol Allen Sundermeier (Available Fall, 1988); 72 pages. Project TAP, Department of Special Education and Communication Disorders, Room 318, Barkley Memorial Center, University of Nebraska-Lincoln, Nebraska 68583-0732. (Contact the agency directly for the cost of the module.)

The purpose of these instructional modules is to provide college faculty and administrative personnel with guidelines and resources they can use to prepare undergraduate special education students to supervise and work effectively with paraprofessionals. The manual is divided into two parts. Part I contains information and material for instructors implementing the instructional module. Part II serves as the Student Resources Handbook and consists of background material and exercise forms for participants.

TRAINING MATERIALS: AUDIOVISUAL

These materials, on film, videotape, and sound synchronized slides/cassettes, are effective supplemental materials to use in preparing paraprofessionals to work in various programs and settings for children and adults with disabilities.

BEHAVIOR MANAGEMENT: A BETTER WAY. Jeannie Golden and Mary Heckrotte, 1986. Available at the cost of reproduction from: Caswell Center, 2415 West Vernon Avenue, Kinston, North Carolina 28501.

This interactive media program is designed to teach paraprofessionals how to apply behavior principles during routine interactions with adults who have mental retardation. The materials include videotapes, an instructor's manual, and a trainee's manual. The program was developed by East Carolina University and the Eastern Area Health Education Center in cooperation with the Caswell Center and Beaufort County Developmental Center in North Carolina.

Behavioral principles and their application are presented both by videotaped lectures and in a trainee's manual. Each lecture is followed by videotaped examples of everyday situations of staff and clients interacting in a group home and an adult developmental activity program. Characters in the scenes are played by clients who are mentally retarded and agency staff. The situations include staff interactions that are inappropriate followed by examples of staff interacting in a "better way". After each example an instructor facilitates discussion and emphasizes points made in the videotaped lectures.

The program stresses that every interaction with a client should be therapeutic and promote developmental gain for the client. The normalization philosophy is upheld and concern for the dignity of people with mental retardation is promoted. All technical language has been avoided. Principles are presented on the videotapes in the manuals by the instructor in familiar "lay" terminology.

CORE SKILLS: TEACHING STUDENTS WITH SEVERE DISABILITIES. Developed by The Oregon Research Institute, Eugene, Oregon, 1988. Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61821. (For information about purchasing or rental costs contact the publisher directly.)

These video training programs are designed to teach paraprofessionals basic instructional techniques for working with students with severe disabilities. The complete package includes four videos plus accompanying manuals. The titles of the four modules are: Task Analysis, Prompting, Reinforcement and Error Correction. Each lesson requires approximately 45 minutes to complete.

MEYER CHILDRENS REHABILITATION INSTITUTE: MEDIA RESOURCES

The videotapes described below are available either for purchase or rental from: Media Resource Center, Meyer Children's Rehabilitation Institute, 444 South 44th Street, The University of Nebraska Medical Center, Omaha, Nebraska 68131, (402) 559-7467. (Contact the Center directly for the costs as well as information about other resources.)

1. BEYOND SURVIVAL - PARTS I, II, III

This three-part series deals with the developmental stages of feeding as well as feeding problems, remedial techniques, and adaptive equip-

ment. PART I (Normal Progression of Feeding) Discussed in this slide/tape are normal developmental stages of feeding through which children progress as they move toward independent feeding skills. PART II (Positioning the Child With Neuromuscular Handicaps) This presentation deals specifically with positioning a child during feeding, and recommends available equipment for feeding children with neuromuscular handicaps. PART III (Oral Mechanism and Related Factors) Problems of the oral mechanism are discussed, along with remedial techniques for feeding and related factors such as food and behavior.

2. THE GENTLE APPROACH - PARTS I AND II

This two-part videotape series focuses on the experiences of a small group of professionals who have developed a model program based on a positive, caring regard and on scientific technology. The tapes dramatically illustrate how, with the proper attitude and technology, progress can be made in working with mentally retarded persons who have severe behavioral problems. PART I (An Overview) The first segment of the presentation introduces the problem of working with persons who have long been institutionalized. The people are uncommunicative, hostile, and display ingrained patterns of disruptive behavior. This tape describes the philosophy and technology behind the model program and shows how instructional or interactional control is established with several persons. PART II (Programmatic Issues) Application of the techniques in actual community situations is portrayed in the second videotape. The same principles are used to help the recipients toward independence and self-esteem. In this tape, a curriculum is developed for each person in the program.

3. POSITIONING, TURNING AND TRANSFERRING (This module includes an instructors manual, a trainees manual and a 1/2 inch videotape)

The content in this material is designed to teach direct service staff skills in: positioning persons with physical disabilities; transferring persons with physical disabilities from one place to another; turning them from one lying position to another. When students finish this training they will have basic skills in safely turning and transferring persons with physical disabilities. They will be better able to: recognize the need for assistance from a clinical specialist; describe the client's specific needs; and follow the clinical specialist's instructions.

THE KANSAS PARAPROFESSIONAL MEDIA AND MATERIALS SERIES

The videotapes and synchronized slide/cassette tapes described below were developed by the Paraprofessional Training Program of the Kansas Department of Special Education. The materials may be borrowed from the program by writing to them at 120 East 10th Street, Topeka, Kansas 66612.

In this section the materials are listed by title, followed by an indication of the type of material it is and the target audience for whom it is intended. They have been developed over a period of years beginning in 1978 continuing to the present.

1. KANSAS FACILITATOR MODEL. Sound Synchronized Slides/Cassette. General Orientation.

Explores the history and circumstances behind the increased responsibilities local schools now have for special education instruction and

traces the evolution of the decentralized but state coordinated "facilitator model" in Kansas as a successful mechanism for the development, training, and maintenance of effective special education instructional paraprofessionals for local special education programs.

2. PUBLIC LAW 94-142. Sound Synchronized Slides/Cassette. General Orientation.

Explains the federal law dealing with the needs of handicapped children and the way in which use of special education instructional paraprofessionals can assist local education agencies in meeting the challenge and requirements of the various aspects of the new law (increased numbers, least restrictive environment, etc.)

3. PARAPROFESSIONALS: ROLES AND RESPONSIBILITIES. Sound Synchronized Slides/Cassette. General Orientation.

Explains the overall concept and justification of the special education instructional paraprofessional. Also provides a detailed outline of the general roles and responsibilities of paraprofessionals in terms of the total task of teaching and caring for special education students, as well as in the I.E.P. process (development, implementation, and evaluation).

4. GENERAL PARA TRAINING - COMMUNICATIONS. Sound Synchronized Slides/Cassette and Program Guide. Paraprofessionals.

Developed for use with both new and experienced paraprofessionals, this program aims at improving basic communication skills (listening, reflecting, summarizing, encouraging communications, motivating, verbal and nonverbal asepcts, and more). Generally developed for approximately a 2-1/2 hour group training session but can be used for individual training and for shorter or longer sessions.

5. GENERAL PARA TRAINING - EDUCATIONAL ENVIRONMENT. Sound Synchronized Slides/Cassette and Program Guide. Paraprofessionals.

Developed for use with both new and experienced paraprofessionals, this program explains the importance of the total educational environment and how the use of various arrangements, materials, procedures and techniques can stimulate and facilitate the learning of special education students.

6. GENERAL PARA TRAINING - INSTRUCTIONAL PROCESS. Sound Synchronized Slides/Cassette and Program Guide. Paraprofessionals.

Developed for use with both new and experienced paraprofessionals, this program focuses on the instructional process and deals with the details of the overall roles and responsibilities of the paraprofessional in the process. Discusses helpful techniques and approaches.

7. GENERAL PARA TRAINING - CLASSROOM MANAGEMENT. Sound Synchronized Slides/Cassette and Program Guide. Paraprofessionals.

Developed for use with both new and experienced paraprofessionals, this program details the need for and several effective approaches for good classroom management. It provides the paraprofessional with an overview of various behavior or approaches that special education teachers might use and how to participate in and provide support for the teacher in his/her preferred approach.

8. ORIENTATION AND ADMINISTRATORS. Sound Synchronized Slides/Cassette. Administrators.

A synchronized slide-tape program approximately 20 minutes long that spells out and illustrates administrative aspects, laws, regulations, forms, procedures, and helpful directions in overseeing a paraprofessional program in a local school or co-op.

9. PARAPROFESSIONALS: ROLES AND RESPONSIBILITIES INDEPENDENT ORIENTATION PACKAGE. Sound Synchronized Filmstrip/Cassette. General Orientation.

Explains the overall concept and justification of the special education instructional paraprofessional. Also provides a detailed outline of these paraprofessionals in terms of the total task of teaching and caring for special education students as well as in the I.E.P. process (development, implementation, and evaluation).

Designed to be a self-administered program, this package includes instructions for use, activities, and supplementary reading information.

10. THE PARAPROFESSIONAL IN SPECIAL EDUCATION WITH DR. LYMAN W. BOOMER. Video Cassette (Available in a 3/4" video cassette) General Orientation.

Practical definition and role of the special education paraprofessional. This 50 minute video program provides insight into situations which often face the special education paraprofessional. The presentation stresses the importance of paraprofessionals in special education team functions such as communication, behavior management, and development of instructional programs.

11. EMERGENCY FIRST AID AND THE SCHOOL CHILD. Sound Synchronized Slides/Tape Cassette. General Orientation.

Developed as an orientation for anyone working with regular and special education students. This 22 minute slide-tape presentation covers emergency preparedness and what to do in ten medical emergencies as well as in three less drastic situations. The ten medical emergencies stressed include choking, diabetic coma, drowning, electric shock, gas leaks and poisonous fumes, heart attacks, major injuries to the head and neck, bleeding, severe overexposure to heat or cold, and severe burns. Three less drastic emergencies covered include fainting, seizures, and asthmatic reactions.

12. VIDEO TAPE TRAINING SESSIONS. Video Tape (Available in a 3/4" video cassette, a 1/2" VHS, or a 1/2" Beta Max.) Paraprofessionals.

Consists of five paraprofessional training segments which are each approximately 5 to 8 minutes long. The video formal includes a role-playing situation followed by a panel discussion of possible solutions. The five situations covered include the following: student conflicts on the playground, a paraprofessional left in charge of a classroom, a student argument with a paraprofessional, student disturbances in a classroom and a student's affection for the paraprofessional.

13. VIDEO TAPE TRAINING SESSIONS. Video Tape (Available in a 3/4" video cassette, a 1/2" VHS, or a 1/2" Beta Max.) General Orientation.

Consists of a training session applicable for administrators, teachers, and paraprofessionals. The video format includes a role-playing situation followed by a panel discussion of possible alternatives. Each of the seven segments are approximately 5 to 8 minutes long. Situations

covered include the principal's view of the paraprofessional, how a parent views the role of the paraprofessional, unexplained roles and responsibilities of the paraprofessional, a paraprofessional assigned to a difficult student for the school year, playground supervision, teacher-paraprofessional communication, and a parent discussing the classroom and the teacher with a paraprofessional.

14. VIDEO TAPE TRAINING SESSIONS. Video Tape (Available in a 3/4" video cassette, a 1/2" VHS or a 1/2" Beta Max.) Paraprofessionals.

Consists of six typical situations often facing the paraprofessional presented in a video format. Each segment is approximately 5 to 8 minutes long, and consists of a role-playing situation followed by a panel discussion. The six situations covered in this video tape include the following: a student having a temper tantrum on the playground, out-of-seat behavior problems, discussion of a student's family background by a paraprofessional in the teacher's lounge, counseling students with personal problems, the withdrawn student, and the student who has a habit of striking other students.

15. PARAPROFESSIONALS IN INFANT AND EARLY CHILDHOOD EDUCATION PROGRAMS. Sound Synchronized Slides/Cassette. Paraprofessionals.

An 18-minute, synchronized slide-tape orientation for the paraprofessional working in infant and early childhood education programs. Covered in this slide-tape are the basic characteristics of the handicapped infant and young child. Much discussion centers around the roles and responsibilities of paraprofessionals in organized group programs in public schools, etc. as well as in individualized home programs.

16. A CORE CURRICULUM FOR SPECIAL EDUCATION PARAPROFESSIONALS. Sound Synchronized Slides/Cassette. College and Community College Personnel Administrators.

A synchronized slide-tape program approximately 20 minutes long which begins by briefly discussing the role and responsibilities of an instructional paraprofessional and the Kansas Paraprofessional Facilitator Training Model Program. The presentation provides an in-depth discussion of the core curriculum for a training program for special education paraprofessionals at the college or community college level.

17. PARAPROFESSIONALS WORKING WITH PHYSICALLY AND SEVERELY MULTIPLY HANDICAPPED CHILDREN AND YOUTH. Video Tape (Available in 3/4" video cassette, a 1/2" VHS, or a 1/2" Beta Max.) Paraprofessionals, teachers, and physical and occupational therapists.

This video cassette is approximately sixty minutes in length. The presentation includes an explanation of the duties of the occupational therapist and the paraprofessional working under the supervision of an occupational therapist as well as the duties of the physical therapist and the paraprofessional working under the supervision of a physical therapist.

Three handicaps are specifically discussed in this presentation: the student with cerebral palsy, the student with spina bifida, and the student with muscular dystrophy. "Hands on" techniques for handling, transferring, positioning, toileting, and dressing these students are demonstrated by an occupational therapist, a physical therapist, paraprofessionals, and handicapped students.

18. PARAPROFESSIONALS WORKING IN PROGRAM AREAS DEALING WITH RELATED SERVICES - ADAPTIVE PHYSICAL EDUCATION, ART THERAPY, MUSIC EDUCATION AND HYDROTHERAPY. Video Tape (Available in 3/4" video cassette, or 1/2" VHS, or a 1/2" Beta Max.) Paraprofessionals.

This video is approximately sixty minutes in length. The program includes an explanation of the responsibilities and duties of paraprofessionals working in the related services of adaptive physical education, art therapy, music education, and hydrotherapy.

19. PARAPROFESSIONALS WORKING IN PROGRAM AREAS DEALING WITH PREVOCATIONAL AND VOCATIONAL EDUCATION. Video Tape (Available in 3/4" video cassette, or 1/2" VHS, or a 1/2" Beta Max.) Paraprofessionals.

This presentation includes an explanation by professional and paraprofessional staff as well as demonstrations by special education students of prevocational and vocational activities for special education students. Prevocational and vocational activities for students who are less severely handicapped as well as prevocational and vocational activities for those students who are more severely handicapped are stressed. The duties and responsibilities of paraprofessionals working in prevocational and vocational programs are also identified during this sixty-minute video presentation.

20. PARAPROFESSIONALS WORKING IN BILINGUAL PROGRAMS. Sound Synchronized Slides/Cassette. Paraprofessionals.

This synchronized slide-tape program is approximately 20 minutes long. During the program, the history and development of bilingual education and its relationship to special education are stressed. The differences between "Engligh as a Second Language" and "Bilingual Education" are also discussed. The duties and responsibilities of paraprofessionals working in bilingual programs provide the focal point for this slide-tape presentation.

21. PARAPROFESSIONALS WORKING IN HOMEBOUND PROGRAMS. Sound Synchronized Slides/Cassette. Paraprofessionals.

This 18-minute synchronized slide-tape orientation provides an overview of the roles and responsibilities of paraprofessionals working with homebound or hospitalized special education students. An explanation of various types of chronic health problems as well as the roles and responsibilities of paraprofessionals working in homebound programs and/or hospitablized settings are stressed during this presentation.

22. PARAPROFESSIONALS WORKING IN SPECIAL EDUCATION INSTRUCTIONAL MEDIA CENTERS, SCHOOL PSYCHOLOGY, AND SCHOOL SOCIAL WORK. Video Tape (Available in 3/4" video cassette, a 1/2" VHS, or a 1/2" Beta Max.) Paraprofessionals.

This sixty-minute video tape provides an overview of special education students participating in a school psychology and school social work programs as well as an overview of the special education instructional media center. The duties and responsibilities of paraprofessionals working in school psychology, school social work, and special education instructional media centers are also stressed during this video presentation.

23. "TO BE OR NOT TO BE" A PARAPROFESSIONAL. 3/4" and 1/2" Video Tape VHS and Beta. High School Pre-Vocational and Vocational Groups, Work Fair Audiences, Regular Education Employment Exploration Classes, New Paraprofessionals, New Teachers, and New Facilitators.

This 25-minute video tape is a dramatic production in a "lighter" vein, patterned after the "fairy godmother" (the good witch) and "evil conscience" (the bad guy) dramas. It is designed to recruit individuals to the profession of "Instructional Paraprofessional" and to inform them of the proper roles and areas of responsibility which may be assigned to paraprofessionals.

24. THE PARAPROFESSIONAL: SPECIAL EDUCATION IN RURAL AMERICA. Sound Synchronized Slides/Cassette. Rural Educators, Facilitators, Teachers, Administrators, Paraprofessionals, General Public, Civic Groups.

This 19-minute documentary filmed in six rural areas of Kansas describes the unique role the paraprofessional plays in the delivery of quality special education services. The utilization of innovative delivery methods gives a new perspective to the use and to the value of paraprofessionals.

25. PARAPROFESSIONALS, THE COMPUTER AND THE CLASSROOM. Two Part Video Tape 3/4" VHS and Beta and 1/2" VHS and Beta. Developmental Centers, Early Childhood Centers and Preschools, Paraprofessional at all Levels (SMH Through Gifted) Teachers, Administrators, Facilitators, Special Needs Schools, and Adult Skills Centers.

A two-part (Part I: 30 minutes, Part II: 25 minutes) video tape depicting the uses of the computer in educational settings in five locations in Kansas. The levels shown are from SMH preschools to adult learning and vocational centers. Paraprofessionals, teachers and administrators discuss and illustrate the uses and benefits of computers in Special Education Programs. How the paraprofessional can assist the student in using the computer is emphasized.

FIVE CEREBRAL PALSY SYNDROMES. Malibu Films, 16 mm color film, 1975. Malibu Films, Box 428, Malibu, CA 90265; rental is $25.

Specialists at a school for children with cerebral palsy discuss symptoms and treatment of these children. Causes of cerebral palsy are mentioned. Five children, each with a different type of cerebral palsy, are interviewed and asked about some of their favorite things. Teachers and physical therapists describe their treatment and progress. Speech therapy and physical therapy are demonstrated as part of the remediation program.

GENETIC DEFECTS: THE BROKEN CODE. WNET-TV/New York, 16 mm color films (3 reels), 87 min., 1973. Indiana University Audiovisual Center, Bloomington, Indiana 47401; rental is $25.75, sale $665.

Explains how genetic disorders are transmitted from parent to child. Interviews are conducted with persons whose lives have been affected by one of a number of severe genetic disorders which include cystic fibrosis, Huntington's Chorea, hemophilia, combined immune deficiency, Down's Syndrome. Genetic screening and counseling are discussed.

INSIDE MY MOM. Clinical Training Unit, Child Development and Mental Retardation Center, programmed slide presentation, 7 min. 45 sec. Media Services, CDMRC, WJ-10, University of Washington, Seattle, WA 98195; $15 for slide/tape, $10 for filmstrip/tape.

In the program a cartoon fetus tells what it thinks of the treatment its mother is giving it in the way of nutrition she provides. The cartoon takes us through the normal day of its young mother, commenting on how she lives and the way this affects a fetus. As months go by, the mother gets the point about the importance of nutrition while the appealing fetus shares the message with you.

Note: This presentation is available in Spanish as Dentro De Mi Mama.

IT COULD HAVE BEEN YOUR CHILD...YOUR BROTHER...YOUR SISTER. Svekon Films, 16 mm color film, 22 min., 1978. Aims Instructional Media Services, Inc., 626 Justin Avenue, Glendale, California 91201; rental is $40, sale $370.

Parents of children with autism talk about the difficulties and rewarding experiences they have been able to share. Poetry written by a person with a handicapping condition and excellent photography of the children add to the impressions of the parents.

MOTOR DEVELOPMENT GUIDELINES FOR PARENTS AND TEACHERS. Experimental Education Unit/Clinical Training Unit, Child Development and Mental Retardation Center, video tapes. Media Services, CDMRC, WJ-10, University of Washington, Seattle, WA 98195.

These tapes demonstrate ways for parents and teachers to identify principles of normal motor development in order to better understand the motor problems faced by the child with a handicapping condition.

I. FINE MOTOR DEVELOPMENT. Part I is 9:22, Part II is 12:36 for a total of 21 min. 58 sec.; weekly rental is $15, purchase price is $55 for 1/2" EIAJ and $65 for 3/4" U-matic.

Part I: "Introduction: Principles of Fine Motor Development" - Shows the development of vision as it relates to hand skills, as well as reach, grasp, and release. The concepts of eye to eye hand, proximal to distal, random to directed, pronation to supination, reflex grasp to voluntary grasp, and ulnar to radial are defined.

Part II: "Functional Fine Motor Development" - Video tape examples of infants ages 1 month, 4 months, 8 months and 12 months are used to demonstrate the concepts shown in Part I.

Parts I and II are on the same video tape.

II. GROSS MOTOR DEVELOPMENT. Part I is 10 min., Part II is 22:25, for a total of 32:25; weekly rental is $15, purchase price is $69 for 1/2" EIAJ and $77 for 3/4" U-matic.

Part I: "Introduction: Principles of Gross Motor Development" - Presents five important progressions in motor development through the first twelve months of life. This includes cephalo-caudal direction of development, the progression from reflex to automatic reactions and volitional movement, along with patterns of movement from flexion to extension, abduction and rotation.

Part II: "Functional Gross Motor Development" - Infants ages 1 month, 4 months, 8 months and 12 months demonstrate the principles of gross motor development introduced in Part I. Viewers have an opportunity to test their observational skills during a two-minute segment at the end of the tape.

Parts I and II are on the same tape. Also available on two 5" reels for the battery operated Sony VideoRover, if requested. A pre-post test, outline of the tape, and a reference list are available on request.

SKILL TRAINING (AUDIOVISUAL TRAINING MATERIALS). A FILM ON EARLY INTERVENTION. Stephen Selig, IMS, 16 mm color film, 30 minutes, 1979. Kent State Audio-Visual Services, Kent, Ohio 44242; rental is $14.50.

Describes an early intervention program for children with handicapping conditions. Focuses on specialized physical therapy, home intervention, follow-through, and family involvement. Dr. Verna Hart, of the University of Pittsburgh, discusses the newest emphasis on infant intervention and prevention of what was formerly "expected" as a limitation on persons with mental and physical impairments. It shows program models and parent involvement in actual settings.

FEEDING TECHNIQUES. Media Resource Center, slides/audiocassette in color, 20 minutes. Commonwealth Mental Health Foundation, 4 Marlboro Road, Lexington, MA 02173; rental is $15.

Feeding problems of a five year old child with severe cerebral palsy are shown. The boy was on pureed foods which took an hour and a half to eat, frustrating both the child and staff. A clinic team analyzed the problems in feeding and suggested several techniques illustrated in the presentation. Also shown are ways to help minimize tongue-thrust and teach a person with physical impairments to use a spoon.

PARENT TRAINING PROGRAM. Glen Lathem, Outreach and Development Division, Exceptional Child Center, Utah State University UMC, Logan, Utah 84322. $350.00.

This program can be used for the inservice training of parents, teachers, paraprofessioals, and professionals. It is applicable to the needs of parents and personnel working in residential settings. It contains both instructor and student manuals, tapes and slides.

The four presentations of the Training Program are: Unit 1: Behavior: Emphasizes the analysis of complex behaviors and the synthesis of simple behaviors into an instructional sequence. (Instructional time: 100 minutes); Unit 2: Cues: From observing the child you can identify a complex behavior, analyze it, pinpoint the step-by-step procedures to follow. (Instructional time: 95 minutes); Unit 3: Reinforcement: Identification and action of reinforcers is covered in detail. The parent practices the pairing and fading of reinforcers with the behavior chains prepared in preceding units. (Instructional time: 100 minutes); and Unit 4: Programming and Recordkeeping: Integrates all the preceding units by stressing the systematic monitoring of behavior using simple charting procedures. These monitoring skills are used to determine entering skills, follow progress through a task sequence and assess the effect of "reinforcers." (Instructional time: 95 minutes).

The four slide-sound presentations described above can be presented several days apart to allow students to apply the instructional skills taught by the presentations to their child with a handicapping condition. Program includes seven slide carousel trays, one monitor's manual, ten participant's manuals and five audio cassette tapes.

Additional Participant's Manuals (#21002) available for $3.75; Additional Monitor's Manuals (#21003) at $7.50.

THE EIGHT STAGES OF HUMAN LIFE. Phillip Werber and Anson Schloat. Human Relations Media, Pleasantville, New York 10570. Contact the publisher directly for purchase price or check with the Regional (educational) Resource Center in your area to determine if they are available for loan. This series of film strips are divided into two 4 part segments. Part I addresses "Pre-natal to Late Childhood" stages of growth and development. Part II covers "Adolescence through Old Age". Each film strip is accompanied by lesson plans, suggested activities and discussion questions for the leader to use.

SUPERVISING PARAPROFESSIONALS IN SPECIAL EDUCATION PROGRAMS. Project TAP: A Teacher Assistance Program for the Utilization, Training, and Supervision of Paraprofessionals in Special Education, Room 318, Barkley Memorial Center, University of Nebraska-Lincoln, Lincoln, Nebraska 68583-0738. Loan copies are available for check-out. (Please contact the project office for additional information about the cost of purchasing the materials.)

This twenty-minute slide tape presentation is designed for use with special education teachers who will be working with paraprofessionals. The slide tape gives an overview of the issues involved in the supervision of instructional paraprofessionals working within special education programs. It provides information for the supervising teacher about program planning, training, management, and evaluation.

The slide tape contains specific information about: program planning; paraprofessional job descriptions; developing training plans; basic preservice orientation; supervised on-the-job training; teacher's management responsibilities; teacher/paraprofessional conferences; scheduling paraprofessional's activities; lesson plans for paraprofessionals; and evaluation techniques.

TECHNICAL ASSISTANCE AND RELATED RESOURCE MATERIAL

These materials are of more general interest to administrative and staff development personnel responsible for the employment and training of paraprofessionals in special education or community based services. They include articles from professional journals, books, monographs and doctoral dissertations. The topics they address range from the impact of paraprofessionals on the quality of service delivery, to burnout, to career development and career advancement, to personnel practices that have a direct affect on the performance of paraprofessionals.

THE ACTIVITIES CATALOG: AN ALTERNATIVE CURRICULUM FOR YOUTH AND ADULTS WITH SEVERE DISABILITIES. Barbara Wilcox, and Thomas Bellamy. 96 pages, 1987. Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland 21288. $24.95

A functional, community-referenced curriculum for youth and adults with severe handicaps that emphasizes real activities - not "readiness" skills - in leisure, personal management, and work domains. The catalog format emphasizes that what individuals learn and do is guided by family values and community opportunities, not strict curriculum sequences.

A COMPREHENSIVE GUIDE TO THE ACTIVITIES CATALOG: AN ALTERNATIVE CURRICULUM FOR YOUTH AND ADULTS WITH SEVERE DISABILITIES. Barbara Wilcox and Tom Bellamy. 208 pages, 1987. Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland 21288; $29.95

Learn why and how to use The Activities Catalog system in high schools, community residential settings, and supported employment services. Describes procedures for assessment, individualized program planning, the design of interventions, and program evaluation that are compatible with the functional curriculum alternative.

BURN-OUT. STAGES OF DISILLUSIONMENT IN THE HELPING PROFESSIONS. Jerry Edelwich with Arthur Brodsky, 240 pp., 1980. Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011; $16.95.

This work portrays the four stages of disillusionment--enthusiasm, stagnation, frustration, and apathy--that constitute the widely noted "burn-out" syndrome in the human services. Based on interviews with social workers, psychologists, counselors, teachers and other professionals, the authors explore the causes of burn-out, and propose constructive intervention methods for individuals and institutions. The author holds that by recognizing and learning to cope with each stage, individuals can begin to foster reasonable expectations, and effect greater personal and professional satisfaction. The book is designed to assist administrators and trainers in developing practical intervention methods for their students and personnel.

CAREER LADDERS AND A TRAINING MODEL FOR THE (RE)TRAINING OF DIRECT SERVICE WORKERS IN COMMUNITY BASED PROGRAMS FOR THE DEVELOPMENTALLY DISABLED. Anna Lou Pickett, 71 pp.; 1987 (revised). New Careers Training Laboratory, Center for Advanced Study in Education, CUNY Graduate School

and University Center, 33 West 42nd Street, Room 620N, New York, N.Y. 10036; cost is $9.00.

The report includes career ladders, a training model for direct service workers serving in community based programs for persons with severe and profound handicapping conditions, and a description of the tasks and methodologies used to develop and design them. The report's appendix includes examples of training models and career development models designed by state and local agencies and by institutions of higher education for those with developmental disabilities.

CERTIFICATION OF PARAPROFESSIONALS IN EDUCATION: Carol Emig, A report prepared for the American Federation of Teachers, 1985. Paraprofessionals and School Related Personnel Steering Committee, 555 New Jersey Avenue, N.W. Washington, D.C. 20001.

This report addresses issues surrounding the development of certification procedures by states or local school districts. The research for the report focused on instructional paraprofessionals working in both general and special education.

CERTIFIED PARTNERS: FOUR REASONS FOR CERTIFICATION OF PARAPROFESSIONALS, Anna Lou Pickett. American Educator, Fall, 1986, Vol. 10, No. 3, P 31 ff.

This article reviews the current state of the art with regard to certification and permit systems in effect nationwide. In addition it discusses benefits that can be gained when state and local education agencies develop and implement certification procedures based on comprehensive career development programs and career ladders for paraprofessionals.

IMPROVING CHILD CARE THROUGH THE CHILD DEVELOPMENT ASSOCIATE (CDA) PROGRAM, CDA National Credentialing Program, 1341 G Street, N.W. Suite 802, Washington, D.C. 20005, undated.

This manual describes the Child Development Associate Program, presents a rationale for employing skilled CDA associates, presents the six competency goals CDAs must demonstrate and profiles of CDAs. There are several other publications available from the project including a guide to becoming a Child Development Associate for persons interested in entering the field.

OCCUPATIONAL LICENSING: QUESTIONS A LEGISLATOR SHOULD ASK. Benjamin Shimberg and Doug Roederer. 29 pp., March, 1978. The Council of State Governments, Iron Works Pike, Lexington, Kentucky 40578, Order RM-635, $3.50.

Booklet attempts to put licensing into perspective by calling attention to the following issues: 1) Deciding whether state governments should regulate an occupational group at all; 2) Drafting regulatory statues so that they are fair to practitioners and consumers alike; 3) Establishing an admininstrative structure that promotes accountability and public confidence. It also provides a guide for questioning groups that are seeking regulation of an occupation. The questions may be posed in written form to give sponsors of the legislation ample opportunity to assemble the necessary data, or they can be put orally during the course of hearings on the legislation. Finally, it describes efforts of three states--California, Minnesota, and Virginia--to bring about change in their regulatory structures.

THE EMPLOYMENT AND TRAINING OF PARAPROFESSIONALS IN SPECIAL EDUCATION. A TECHNICAL ASSISTANCE MANUAL FOR POLICY MAKERS AND AIMINISTATORS. Anna Lou Pickett, 1988. National Resource Center for Paraprofessionals in Special Education, New Careers Training Laboratory, Center for Advanced Study in Education, The Graduate School and University Center, Room 620N, 33 West 42nd Street, New York, N.Y. 10036; $8.00.

The purpose of this manual is to provide policy makers, administrators and staff developers with information and guidelines they need to develop job descriptions for instructional paraprofessionals, systematic and standardized training programs for paraprofessionals, criteria to assess their on-the-job performance, opportunities for career advancement and mobility and other personnel practices that will improve their effectiveness and productivity.

THE ORIGIN AND NATURE OF OUR INSTITUTIONAL MODELS. (Revised, with Historical Photographs) Wolf Wolfensberger, Human Policy Press, Box 127, Syracuse, N.Y. 13210; order HPP-4. $3.50.

This history of institutions provides descriptive data, historical quotations, and ideological insights into how institutions have traditionally treated persons labeled "retarded." It is not a book about the "retarded" or "disabled" but a book about our society and how institutions created disabilities.

RESOURCE GUIDE FOR THE DEVELOPMENT OF POLICIES AND PRACTICES IN THE USE OF PARAPROFESSIONALS IN SPECIAL EDUCATION. Stanley F. Vasa, Allen Steckelberg and Patricia Hoffman, 50 pages, 1986. Available from: The Department of Special Education and Communication Disorders, Barkley Memorial Center, room 204, University of Nebraska, Lincoln, Nebraska 68583-0732. All of the publications in the series are available at a cost of $6.00 per manual.

This report offers a series of suggestions for developing effective employment practices and procedures for instructional paraprofessionals. While the manual was developed for use in Nebraska many of the instruments and guidelines are universal and can be used by administrators and staff developers in local education agencies across the country. The content was developed in collaboration with the Nebraska State Department of Education. Three other documents that are part of this series are available. They are: A State of the Art: Assessment of Paraprofessionals in Special Education, Vasa, Steckelberg, and Ronning, 1982; Guide for Effective Utilization of Paraprofessionals in Special Education, Vasa, Steckelberg, and Ronning, 1983; and Directions for the Utilization of Paraprofessionals in Special Education in Nebraska, Vasa and Steckelberg, 1985. The materials in each of these reports are very timely and can be easily adapted for use in other states.

A REPORT ON SPECIAL EDUCATION PARAPROFESSIONAL EFFECTIVENESS. Robert G. Harrington, 1986. Available from the Kansas State Department of Education, Special Education Administration, 120 East 10th Street, Topeka, Kansas 66612. (Contact agency directly for cost.)

The purpose of this study undertaken in 1986, was to quantitatively assess the effectiveness special education paraprofessionals in the delivery of instructional and related services to children and youth throughout the state of Kansas.

Fourteen school districts, agencies or private institutions in Kansas employing special education instructional paraprofessionals were studied to determine the roles paraprofessionals play in the delivery of special education services and their level of effectiveness. Seventy-five paraprofessionals and their supervising teachers working in the full range of special education categorical areas as well as elementary and secondary levels of instruction were interviewed individually on-site by two interviewers working independently using a naturalistic inquiry methodology. The results of the project identified seven domains of paraprofessional effectiveness.

WHAT'S THE DIFFERENCE? TEACHING POSITIVE ATTITUDES TOWARD PEOPLE WITH DISABILITIES. Ellen Barnes, Carol Berrigan, and Douglas Biklen. Human Policy Press, Box 127, Syracuse, N.Y. 13210; order HPP-11. $6.00

A book of classroom activities which suggests over 90 ways for teachers to help students develop greater familiarity with and understanding of their peers who are disabled. This collection includes field-tested approaches to such questions as: What do you do when children call each other names? How do you help children get beyond the "awkward" moments that so often punctuate first encounters with classmates with disabilities? How do you teach a child what it's like to be unable to see? The activities are coded into the standard curricular areas such as reading, math, social studies, music and art, so that teachers can integrate them into the on-going educational plan.

WHAT TEACHERS NEED TO KNOW ABOUT PARAPROFESSIONALS: HIGHER EDUCATION'S ROLE. Stanley F. Vasa, Allen Steckelberg, and Jo Ellen Coleman, 12 pages presented at 65th Annual CEC Convention, 1987. Paper available from: The Department of Special Education, Barkeley Memorial Center, Room 204, University of Nebraska, Lincoln, Nebraska 68583-0732; $2.00.

This paper briefly describes the evolving and expanding roles of teachers and paraprofessionals. It emphasizes the need for the development of personnel practices that insure systematic supervision and evaluation of paraprofessionals. And finally it lists undergraduate and graduate level training competencies to prepare teachers to take an active role in the development and utilization of paraprofessionals in the classroom.

PARAPROFESSIONALS IN SPECIAL EDUCATION: THE STATE OF THE ART. Anna Lou Pickett, 17 pp. 1986. National Resource Center for Paraprofessionals in Special Education, New Careers Training Laboratory, Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 33 West 42nd Street, Room 620N, New York, N.Y. 10036; $4.00.

State Departments of Special Education were surveyed re the use and training of paraprofessionals working in educational programs for those with handicapping conditions in their states. The study documents the huge increase in the use of such paraprofessionals, comparing the results with those of similar surveys done in 1973, 1979 and 1982 by the New Careers Training Laboratory. Also reported on are the certification procedures developed by various states for paraprofessionals and the procedures (if any) for their employment of paraprofessionals. The study found that most states do not offer systematic training for paraprofes-

sionals, and that what training there is, is informal and highly parochial. The paper concludes that paraprofessionals are the fastest growing yet least prepared group in the system of service delivery in special education, and points up the needs for better training and career ladders for paraprofessionals.

THE PARAPROFESSIONAL IN SPECIAL EDUCATION, Teaching Exceptional Children, Summer, 1987. The Council for Exceptional Children, Reston, Virginia. Robert G. McKenzie and Carolyn S. Houk, Western Kentucky University.

This article deals with placement, deployment, job responsibilities of paraprofessionals. The article includes a useful bibliography on the availability of resource materials.

The following series of articles appeared in SOCIAL POLICY, Winter, 1984, Vol. 14, No.3, pp. 40 ff.

PARAPROFESSIONAL MOVEMENT - AN UPDATE. Anna Lou Pickett.

The article contains a historical overview as well as a review of the status of the implementation of public laws requiring more progressive care for all handicapped citizens.

PARAPROFESSIONALS IN SPECIAL EDUCATION. Richard White.

The article discusses the use of paraprofessionals as support providers for formerly isolated teachers and enhances the learning situation.

MY EXPERIENCE AS A PARAPROFESSIONAL. Elizabeth Shafer.

This article discusses the process of integrating paraprofessionals into the learning situation from the viewpoint of someone who had had experience as a paraprofessional, and as such offers new insights to the special strengths and weaknesses of these workers.

A COMPARISON OF PARAPROFESSIONAL SUCCESS WITH PRESCHOOL CHILDREN. Neal E. Schortinghuis and Alma Frohman, Journal of Learning Disabilities, V7 N4 P1245-7, April, 1974; 101 East Ontario Street, Chicago, Illinois 60611.

Twenty-one children and their parents were served by paraprofessionals and 16 children were served by professionals in the Portage Project, a home approach area. A comparison of gains made by children when they were served by a paraprofessional or a professional using a precision teaching model indicated that paraprofessionals were as effective in teaching specific behaviors as professionals.

A LANGUAGE DEVELOPMENT PROGRAM FOR THE INSTITUTIONALIZED MENTALLY RETARDED: THE USE OF A PARAPROFESSIONAL TRAINER. Susan Galletly, Australian Journal of Mental Retardation, V4 N6 P20-22, June, 1977; P.O. Box 225, Carlton, South Victoria 3053, Australia.

Examined was the effect of a language development program led by a paraprofessional on the language skills of 24 severely mentally retarded institutionalized young adults. Results of pre- and post-tests indicated that language skills were significantly improved at the conclusion of the program and at a 3 month follow up.

BRIDGING THE GAP WITH DEAF PARAPROFESSIONALS. Dolly Boyd and Alexander Boros. Journal of Rehabilitation of the Deaf, V8 N4 P9-15, April, 1975; 8814 Thayer Avenue, Silver Spring, Maryland 20910.

Discussed is the gap in service between agencies and institutions that serve the deaf and the deaf community, and suggested is the use of paraprofessinals who are deaf to overcome agency unresponsiveness. Identified are limitations of deaf clients (such as confusion by bureaucratic complexities) and deficiences within agencies (such as emphasis on middle-class communication skills) which contribute to the problem. By performing functions such as giving speeches at gatherings of the deaf and acting as guides for deaf clients needing professional services, the deaf paraprofessional is seen as a valuable liaison between an agency and the deaf community.

CLASS SIZE AND TEACHER AIDES AS FACTORS IN THE ACHIEVEMENT OF THE EDUCABLE MENTALLY RETARDED. August 1970. Report of the Wisconsin Department of Public Instruction, Division for Handicapped Children, 126 Langdon Street, Madision, Wisconsin 53702.

Examines the question of whether having or not having an aide in the classroom, increasing or not increasing class size has a differential effect on the academic and language achievement, and classroom behavior of primary and intermediate educable mentally retarded (EMR) children. Other factors considered include teacher expectancyy as it relates to achievement, metereological, and other environment factors and their influence on pupil behavior and the validity of certain assumptions in special education.

GUIDELINES FOR THE EMPLOYMENT AND UTILIZATION OF SUPPORTIVE PERSONNEL. Journal American Speech and Hearing Association, March, 1981, pp. 165-169.

This article describes the results of the efforts of the ASHA Committee on Supportive Personnel throughout the 1970's. The Guidelines approved by ASHA are described and include: 1) a definition of the terms speech-language assistant and audiology assistant; 2) recommended minimum qualifications for the two positions; 3) outline appropriate roles and responsibilities for these paraprofessionals; a suggested training program; and 4) describe procedures for supervising their work.

INNOVATION IN SPEECH THERAPY: A COST EFFECTIVE PROGRAM. David J. Alvord. Exceptional Children, V43 N8 P520-525, May, 1977; 1920 Association Drive, Reston, Virginia 22091.

A program serving 741 children with speech disorders (80% of whom were in kindergarten through grade 6 and 20% of whom were in grades 7 through 12) used trained paraprofessional aides to treat mildly to moderately affected children. The use of trained aides resulted in no significant difference in achievement when compared to the achievement of clinician treated children. A reduction was also achieved through the program, thus leaving more time for clinicians to work with children with severe disorders and to increase the incidence of work with individual children.

NEW CAREERS GROWS OLDER: A PERSPECTIVE ON THE PARAPROFESSIONAL EXPERIENCE 1965-1975. Robert Cohen. The John Hopkins University Press, Baltimore Maryland, 1976.

Gives the history and rationale of the "New Careers" movement -- the movement in the late 1960s and early 1970s to hire and train low-income persons to work as paraprofessionals and to provide career ladders and other opportunities for them. The basic components of the New Careers employment model and career development plan are delineated. Describes the results of the Career Opportunities Program for paraprofessionals financed by the USDE in the 1970s.

PARAPROFESSIONAL PERSONNEL IN ARTICULATION THERAPY. Herbert F. Galloway and Milton C. Blue. Language, Speech and Hearing Services in Schools, V6 N3 P125-130, July, 1975; 10801 Rockville Pike, Rockville, Maryland 20885.

Described are the rationale, procedures, and evaluation results of a 3-year project in which paraprofessionals were trained to administer programmed materials to students (grades 1-5) who had articulatory errors. Evaluation of the program's effectivenss with 134 students is said to have revealed a total correction rate of 83.5% for the paraprofessionals.

PARAPROFESSIONAL TREATMENT OF SCHOOL PHOBIA IN A YOUNG ADOLESCENT GIRL. Arnold Leunes and Sandra Siemsglusz. Adolescence, V12 N45 P115-121, Sporing, 1977; P.O. Box 165, 391 Willets Road, Roslyn Heights, New York 11577.

The case of an adolescent girl with school phobia demonstrated the positive effects of using a paraprofessional.

The achievement of perfect school attendance was accomplished by transporting of the child to and from school by the paraprofessional and supplementing the trips with such activities as role playing, supportive work, monitoring of progress in school, and brief group therapy.

PARAPROFESSIONALS AND THEIR PERFORMANCE: A SURVEY OF EDUCATION, HEALTH AND SOCIAL SERVICES PROGRAMS. Alan Gartner. Praeger Publishers, New York, 1971.

This publication serves as a valuable resource for persons researching the history of the utilization of paraprofessionals in the public schools and other human services. With regard to the utilization of paraprofessionals in education, the discussion includes a summary of the major studies on the effect of paraprofessionals on student performance. The author cautions that any effort to evaluate pupil performance is complicated, and stresses the difficulty in isolating the effect of a particular factor. Despite this, he concludes that the studies he presents, taken together, "do what no single study does or can do, that is, make a persuasive, although assuredly not final, argument that paraprofessionals through their direct impact on students postively effect their learning." Studies on the effect of paraprofessionals on teachers' activities, are also reviewed along with the contributions paraprofessionals make to expanding the delivery of health and social service programs.

PARAPROFESSIONALS IN EDUCATION. A DIRECTION WITH ALTERNATIVES. Helene J. O'Brien, 61 pp., 1977. ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order EA 009 630; $0.83 for microfiche, $3.50 for hardcover, plus postage.

The objectives of this report are varied. The first, however, is to relate the birth of the statewide paraprofessional organization in New Hampshire. Included is the rationale that developed over a two-year period and the errors made by the group. The errors are a valuable and educational aspect and may save some other group time, energy, and frustration. The bulk of the report contains personal suggestions, thoughts, and directions for improved working relationships, and more efficient, effective use of paraprofessionals. Most of the discussion centers on the effectiveness of paraprofessionals as it relates to the type of training made available, the working/human relationships established with administrative and teaching personnel, and the self-esteem gained by official recognition as a new "profession." Other topics discussed and recommended for further study are program evaluation, candidate selection, organization expansion, paraprofessional role expansion, and candidate competencies and training.

PROJECT TO TRAIN PARAPROFESSIONALS TO WORK WITH PRESCHOOL HANDICAPPED CHILDREN. PROGRAM PERFORMANCE REPORT. James Irany, 46 pp., May 1977. ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order EC 103 863; $0.83 for microfiche, $2.06 for hardcover, plus postage.

Presented is the program performance report of a project to train paraprofessionals in working with preschool children with handicapping conditions in Alaska. Accomplishments and attainments as well as slippages are reviewed for each of the program's three objectives; development of competency based training materials for paraprofessionals, training of paraprofessionals in both urban and rural Alaska, and training of parents and caregivers of preschool children with handicapping conditions. Among the accomplishments reported are development of an instructor's manual for a course in basic development and developmental disabilities; the approval of an associate of arts degree in early childhood development with emphasis on exceptional children; and provision of financial assistance in the printing and distribution of parent brochures. Also discussed are unanticipated or anticipated spin-off developments of the project. Preservice/inservice training data is presented in table form, and materials (which include a listing of Alaska competency based education courses, sample letters and evaluation forms, and an outline on the development of an infant learning program) are appended.

ROLE EXPECTATIONS OF PARAPROFESSIONAL STAFF IN SPECIAL EDUCATION. Barbara A. Reid and William R. Reid. Focus on Exceptional Children, V6 N7 P1-14, December, 1974; 6635 East Villanova Place, Denver, Colorado 80222.

The concept of paraprofessional staff in special education is reviewed, and the CASE (Center Associate in Special Education) program for teacher aide training at the community college level is described. Curriculum for the program and results of special education teacher and student surveys are discussed. Considered are advantages of the community college setting, including low tuition, responsiveness to the community and potential cooperation with local universities.

SOME IMPLICATIONS FOR SUPERVISION OF THE PARAPROFESSIONAL IN HOME SERVICES FOR THE VISUALLY HANDICAPPED. Adele P. Hollem. New Outlook for the Blind, V73-87, February, 1975.

To provide a complete network of high quality services to the visually handicapped person it is necessary to have interagency cooperation

and coordination of efforts, including interagencyy supervision of paraprofessional home aides. Cooperation should include participation in training programs, supervision of the paraprofessional in individual case situations, and regularly held interagency administrative staff meetings to evaluate services. It is important that all concerned share the same goals for the welfare of the client.

STUDYING THE CONTRIBUTION OF THE PARAPROFESSIONAL AND PLANNING FOR THEIR RECRUITMENT, SELECTION, TRAINING, AND USE IN THE WAYNE COUNTY PUBLIC AND NONPUBLIC SCHOOLS. Arnold Glovinsky, 1968. ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; Order No. ED 036 903.

Summarizes the findings of an ESEA Title III study that was designed to evaluate the usefulness of paraprofessionals in education. The study's findings are presented in the form of answers to what were defined as the four key questions: 1) What is the job of the paraprofessional? 2) What kinds of paraprofessional positions currently exist, and what additional positions are needed? 3) What types of training programs are necessary to produce the desired paraprofessional skills? 4) What is the outline of a basic demonstration project that would be of value to districts of different sizes and needs? On the basis of the study, 40 recommendations are included, among them: training of paraprofessionals should be improved; potential of paraprofessional use should be recognized; school districts, teacher training institutions, and appropriate school agencies must cooperate; each school district should have local paraprofessional trainers; local administrators must support program; programs must be developed at the college level to train and certify paraprofessionals; guidelines for licensing paraprofessionals must be established; a "career ladder" for paraprofessionals should be set up; persons indigenous to the community should be hired; local school boards should define clearly employment policies for paraprofessionals.

THE SCHOOL PSYCHOLOGIST AS A TUTORIAL SYSTEMS SUPERVISOR. Russell T. Osguthorpe, 5 pp., January, 1979. Psychology in the Schools; V16 N1 P88-92 Jan. 1979.

The paper stresses the remedial role that school psychologists can assume without distracting from the importance of diagnosis. Three main points are presented: paraprofessional tutors can be effective providers of individualized help to problem learners if they are given proper training, structured approaches, and careful supervision; the application and effective evaluation of effective paraprofessional models should be extended to the increasing number of students with handicapping conditions who are being mainstreamed; and the school psychologist is in a position to effect improvements in existing remedial education through assuming the role of supervisor as tutorial systems are implemented and evaluated.

THE SUCCESSFUL IMPLEMENTATION OF A HIGHLY SPECIFIC PRESCHOOL INSTRUCTIONAL PROGRAM BY PARAPROFESSIONAL TEACHERS. Merle B. Karnes, James Taska, and Audrey Hodgins. Journal of Special Education, 4, 1, pp. 69-80.

To learn whether a paraprofessional teaching staff from a poverty area could implement a specific preschool instructional program, test results of children in the Karnes' Preschool Program taught by parapro-

fessionals were evaluated and compared with results of children in the program taught by professional teachers. Findings indicated that all groups made substantial and nearly equal progress. Credit for the gains was given to the specific curricula rather than to the differences or similarities in staff. Reasons given for the success of the paraprofessionals were that the structured program enabled them to teach with confidence, to evaluate their effectiveness by observing how well the children performed on given tasks, and to observe the daily development of the children in their care.

USE OF AIDES IN AN ARTICULATION THERAPY PROGRAM. Burl B. Gray and Kenneth Barker. Exceptional Children, V43 N8 P534-536, May, 1977; 1920 Association Drive, Reston, Virginia 22091.

The effectiveness of 10 trained aides and nine speech therapists was compared in a speech therapy program for 84 public school students who exhibited two defective sounds. Results indicated that aides can work in portions of articulation training with the same efficiency and clinical impact as clinicians.

THE SPECIAL EDUCATION PARAPROFESSIONAL AND THE INDIVIDUAL EDUCATION PROGRAM PROCESS. Mary Goff and Phyllis Kelly, 4 pp., February, 1979. Focus on Exceptional Children, V10 N9 P10-13 February, 1979. Lowe Publishing Company, 1777 South Bellaire, Denver, Colorado 80222.

The role of the special education paraprofessional in the individualized education process (IEP) is explored. The definition of paraprofessional and responsibilities and role of the paraprofessional are discussed. Issues and concerns, such as the acceptance of the paraprofessionals by the professional staff and training requirements, are considered. The role of the paraprofessional in the pre-implementation phase of the IEP as well as in the implementation phase (in both carrying out and evaluating the program) is examined.

TRAINING COMMUNITY DEVELOPMENTAL DISABILITIES ASSOCIATES: A COLLABORATIVE MODEL. Catherine Berger Knight, Orv C. Karem, Marian Timmerman, Suzanne Griffith and Derrick Dufresne. Applied Research in Mental Retardation, Vol. 7, pp. 229-239, 1986.

This article describes the design, implementation and major components of an AA degree training program for direct care staff offered through Wisconsin's Technical and Adult Education System. Developed in response to local needs, the program describes collaborative efforts among the academic, advocacy and service delivery communities in the development of an exemplary training program.

TRAINING COMMUNITY RESIDENTIAL STAFF: EVALUATION AND FOLLOW UP. Howard Rosen, Cydney J. Yerushalmi and Jane C. Walker, Blick Clinic for Developmental Disabilities, Inc., Akron, Ihio. Present Address: Program Director, Cooper Couintry Mental health Services Board, Hancock, MI. Article included in Behavioral Residential Treatment, Vol. 1, 15-38, 1986.

This article is an evaluation of a study to evaluate the effect of a comprehensive residential direct-care staff training program on staff knowledge, recordkeeping, habilitation delivery and turnover. The results of the study showed that programming increased and remained

stable for an entire year. In addition, resident gains in skills, presumably attributable to the program. Staff turnover decreased to 50% of the turnover of untrained staff. Results are promising and indicate a need for further study.

The article provides detailed information on the study, statistical charting and a useful bibliography.

RESOURCES: CATALOGUES

These publications include resource lists, bibliographies, product catalogues, project indexes, and media lists of special interest to trainers of paraprofessionals employed in special education and human service programs for children and adults with special needs.

MEDIA RESOURCE CATALOGUE. Meyer Children's Rehabilitation Institute, Media Resource Center, University of Nebraska Medical Center, Omaha, Nebraska 68131.

This catalogue includes information on preview policies, ordering, rental and purchase prices of materials. Slide tapes, video tapes, films and publications produced by MCRI are available and cover a broad range of information and skills needed by direct care personnel working in programs for children and adults with handicapping conditions.

MEDIA RESOURCE MATERIALS. CDMRC Media Services, 1979-80. Child Development and Mental Retardation Center, WJ-10, University of Washington, Seattle, Washington 98195.

Brochure lists motion pictures, video tapes, and slide programs that have been produced by the Media Services Department of the Child Development and Mental Retardation Center. These Media Resource Materials were developed by the CDMRC Clinical Training Unit (CTU), Behavioral Research Unit (BRU), and the Experimental Education Unit (EEU). All motion pictures are 16 mm color sound films; all videotapes are on 1/2" EIAJ format and 3//4" U-matic video cassette format (all rental 1/2" video tapes are on 7" reels); all slide programs are in Kodak Universal slide trays designed for Kodak carousel projectors (synchronized slide/tape programs require an audio cassette recorder that responds to a 1000 Hz silent slide change tone and automatically operates a carousel projector; typewritten script or an audible pulse cassette tape can be provided in some cases).

PRODUCT CATALOG. Outreach and Development Division, Exceptional Child Center, UMC 68, Utah State University, Logan, Utah 84322.

Materials developed and field tested by the Exceptional Child Center for those with handicapping conditions. Cross-reference skill level chart included as a guide to grade level of curriculum materials. For most materials there is no requirements for specialized training or teaching experience in order to supplement the package. Headings are as follows: Academic Packages; Self-Help and Basic Living Skills; Group Packages; CAMS-Curriculum and Monitoring System; Child Abuse Information, Parent Information Aids; Teacher, Professional and Paraprofessional Aids; Slide-Sound Training Programs; Mini-Posters; Technical Papers; and Cross-Reference Skill Level Chart.

RESOURCES: JOURNALS AND PUBLICATIONS

The following is a listing of publications, mostly journals and newsletters of professional organizations, that frequently contain articles about personnel practices that influence the utilization and training of paraprofessionals.

ASHA - Journal American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

EXCEPTIONAL CHILDREN
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

TEACHER EDUCATION AND SPECIAL EDUCATION
Teacher Education Division, CEC, 1920 Association Drive, Reston, Virginia 22091.

TEACHING EXCEPTIONAL CHILDREN
1920 Association Drive, Reston, Virginia 22091.

NEW DIRECTIONS: The Quarterly Newsletter of the National Resource Center for Paraprofessionals in Special Education and Related Human Services. New Careers Training Laboratory, CASE/CUNY, Room 620N, 33 West 42nd Street, New York, N.Y. 10036, $10.00 for a one year subscription.

NEW DIGEST: The Newsletter of the National Information Center for Handicapped Children and Youth, Box 1492, Washington, D.C. 21113.

TASH REVIEW
The Association for the Severely Handicapped, 1600 W. Armory Way, Garden View Suite, Seattle, Washington 98119.

YOUNG CHILDREN: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

RESOURCES: ORGANIZATIONS AND AGENCIES

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, NW
Washington, D.C. 20007

American Alliance for Health,
Physical Education and Recreation
Programs for the Handicapped
1201 16th Street
Washington, D.C. 20036

American Association for Gifted
Children
15 Grammercy Park South
New York, New York 10003

American Association on
Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Association of Sex
Educators and Counselors
5010 Wisconsin Avenue, N.W.
Washington, D.C. 20016

American Association of Special
Educators
107-20 125th Street
Richmond Hill, New York 11419

American Association of Workers
for the Blind
1511 K Street, N.W.
Washington, D.C. 20005

American Association for the
Education of the Severely/
Profoundly Handicapped
1600 West Armory Way
Seattle, Washington 98119

American Rehabilitation
Counseling Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Rehabilitation
Foundation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

American Foundation for the
Blind
15 West 16th Street
New York, New York 10011

American Physical Therapy
Association
1115 15th Street, N.W.
Washington, D.C. 20005

American Occupational
Therapy Association
1383 Picard Drive
Garthersburg, Maryland 20760

Child Welfare League of
America, Inc.
67 Irving Place
New York, New York 10003

Christian Record Braille
Foundation
4444 South 52nd Street
Lincoln, Nebraska 68506

Convention of American
Instructors of the Deaf, Inc.
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Council of Chief State
School Officers
1201 16th Street, N.W.
Washington, D.C. 20036

Council of the Great City
Schools
1707 H Street, N.W.
Fifth Floor
Washington, D.C. 20006

Educational Media Council, Inc.
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Association for the Education of the Visually Handicapped
191 Walnut Street - Fourth Floor
Philadelphia, Pennsylvania 19107

Association for Children With Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15235

Association for Education Communications & Technology
1201 16th Street, N.W.
Washington, D.C. 20036

National Association for Creative Children and Adults
8080 Springvalley Drive
Cincinnati, Ohio 45236

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Association for Mental Health
1800 North Kent Street
Rosslyn
Arlington, Virginia 22209

National Association for Retarded Citizens
2709 Avenue E, East
P.O. Box 6109
Arlington, Texas 76011

National Association for the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

National Association for Music Therapy
P.O. Box 610
Lawrence, Kansas 66044

National Association for the Visually Handicapped
305 East 24th Street
New York, New York 10010

Educational Products Information Exchange Institute
475 Riverside Drive
New York, New York 10027

Friends of the Sensorally Handicapped
P.O. Box 186
Belmont, Massachusetts 02178

March of Dimes
1275 Mamroneck Avenue
White Plains, New York 10018

National Accreditiation Council for Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue, Room 1406
New York, New York 10016

National Braille Association
85 Godwin Avenue
Midland Park, New Jersey 07432

National Center for Career Education
University of Montana
P.O. Box 7815
Missoula, Montana 59807

National Center for Educational Statistics
U.S. Department of Education
Washington, D.C. 20202

National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611

National Easter Seal Society for Crippled Children
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Society for Autistic Children
169 Tampa Avenue
Albany, New York 12208

National Association of State Directors of Special Education
1201 16th Street, N.W.
Suite 610-E
Washington, D.C. 20036

National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20036

National Association of Training Schools and Juvenile Agencies
5256 North Central Avenue
Indianapolis, Indiana 46220

National Braille Association
85 Godwin Avenue
Midland Park, New Jersey 07432

National Center for Career Education
University of Montana
P.O. Box 7815
Missoula, Montana 59807

National Center for Educational Statistics
U.S. Department of Education
Washington, D.C. 20202

National Congress of Parents and Teachers
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National Easter Seal Society for Crippled Children
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Society for Autistic Children
169 Tampa Avenue
Albany, New York 12208

National Indian Education Association
3036 University Avenue, S.E.
Minneapolis, Minnesota 55414

National Information Center for Handicapped Children & Youth
Box 1492
Washington, D.C. 20013

Rehabilitation International USA
20 West 40th Street
New York, New York 10018

Speech Foundation of America
152 Lombardy Road
Memphis, Tennessee 38111

United Cerebral Palsy Association
66 West 34th Street
New York, New York 10016